Chapter- 2
Review of related literature
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The present chapter embodies a brief review of the researches done in the area related to this investigation. The purpose of reviewing the earlier researches is not only to economize the historical perspective of the present work but also because the related studies have taken cognizance of one or more variables included in this study and as much there may help the investigator to design her study in a manner such that recurrence of the short-comings and pitfalls observed in any earlier study may be checked. At the same time, the findings may be utilized, whenever, necessary, for interpretation of the results of the present study.

It is important to identify and discuss not only theories and research that support the hypotheses of the study but also those that might offer alternate points of view. This is especially important in areas where there is controversy or lack of agreement on a theoretical or methodological perspective. Only such studies are reviewed in some depth of details as have considerable bearing on this investigation, although, some more could be added for the purpose but the investigator has to be selective for obvious reasons.

A summary of the research literature in the area of the teacher’s pupil control ideology has been a subject of several studies both in India and abroad, most of the work done to date appears to be limited because pupil control investigations have been done as doctoral dissertations. When these studies have been reported in journals, only the published articles are listed. Several works in print since 1967 which furnish information on the field study that generated the PCI-PCB research are included in the bibliography, as are a few pieces that explore implications for change in educational organizations in terms of the general conceptual approach that under lies the pupil control work. Likewise, other variables selected for this study appear to have been investigated only in a few studies as correlates of PCI. But research literature abounds in studies where those variables have been included in other context. In some cases their relationship with such factors as are concomitants of pupil control ideology also investigated. Such studies are also to be included in this
review for both interest as well as their implicit relationship with their present problems.

2.1 General studies on pupil control ideology

Jones (1969) found that teachers in schools which were high on an authoritative measure were more custodial than teachers in schools with a relatively less authoritative orientation. The same feature was indicated for teachers in schools which were characterized by a punishment centered bureaucracy as opposed to representative style. Willower, et al. (1971) have examined the relationship of dogmatism and pupil control ideology. Their finding uniformly shows that low dogmatism is associated with the humanistic ideology, a result that applies to both teachers and principals. Packard and Willower (1972) reported pluralistic ignorance in a custodial direction. Teachers and principals and counselors to be more custodial than self-PCI scores indicated they actually were. Counselors were perceived quite accurately by teachers and were seen as more humanistic than they were by principals and counselors. A direct relationship was found between custodialism or disinviting acts in teacher’s pupil control ideology and children’s projections of rejections and hostility onto teachers. They also found that inviting acts on the part of teachers were related to low student rejection of teachers (Lunenburg and Stouten, 1983).

Salerno and Willower (1975) findings mealed inter alia that there were positive relationships between the individual teacher’s PCI and his perception of the PCI both of members of his informal group and teachers in the school district. Individual teachers also perceived the PCI of the typical teacher in the district to be more custodial than his actual PCI. Although perceptions of the PCI of members in the informal group were also more custodial than actual measurements indicated, such perceptions were more accurate. Multhauf, Willower and Licata (1978) made an emphasis on teacher pupil-control ideology behavior and classroom environmental robustness and concluded that there is a direct relationship between custodialism in teacher pupil-control ideology and the robustness of the classroom environment was not significant.
A significant relationship was found between teacher’s perceived threats and custodialism of teachers. The greater the perceived threat to teacher status, the greater the custodialism (Willower and Lawrence, 1979).

Willower and Landis (1970) indicated that the level of teacher professionalism was associated with a humanistic PCI. Mc Andrews (1971) found no relationship between teacher level of self esteem and PCI. Another study found that self perceived professional self esteem as a teacher, teaching abilities, and classroom management skills were much more closely associated with the humanistic rather than custodial view of student control, but it was the latter view that was most affected by teaching practice in Hong Kong (Yeung and Watkins, 1998). Jury, et al. (1975) predicted that level of teacher self actualization would be directly related to humanistic pupil control ideology.

One investigation by Helsel (1971b) proved the relationship of value orientation and pupil control ideology. The framework employed conceived of values in terms of traditional and emergent orientations. The prediction of direct relationship between custodialism in PCI and traditionalism in value orientation was supported. Helsel (1971a) also found the relationship between status obeisance, or the value placed on authority for its own sake and the deference shown positions higher than one’s own, was the subject of another inquiry. The hypothesis that teacher status obeisance and custodialism in PCI would be positively associated was supported. Zelei (1971) reported that teacher sense of power was positively associated, with humanistic pupil control ideology. Teachers who have a low sense of instructional efficacy favour a custodial orientation that relies on extrinsic motivation and negative sanction to urge students to study or do what they are told (Woolfolk and Hoy, 1990).

Goldenberg (1971) observed that pupil control ideology of teacher does differentially affect selected verbal behaviour (i.e. accepting and developing students’ ideas, lecturing, living facts or opinions; and student initiated verbal behaviours) in the classroom. Leppert and Hoy (1972) dealt with the relationship of teacher PCI and a broad set of personality characteristics measured by Stern’s Activities Index. This Index consisted of teacher personality factors such as self assertion, egoism, orderliness, sensuouness,
submissiveness and friendliness and found that lack of strong relationship between PCI and the individual personality dimensions measured by the Activities Index. Brenneman (1974) indicated that self acceptance and acceptance of others of school teachers were significantly and positively correlated and that there was a significant negative correlation between teacher acceptance of others and pupil control ideology. Hence, it was suggested that a positive relationship existed between teacher acceptance of others and their humanism in pupil control ideology.

An externally controlled teachers have a custodial pupil control ideology and he or she may perceive students as requiring firm discipline and direction form the teacher. The internally controlled teachers are more likely to perceive students in a positive manner; that is, seen students as self disciplined, trustworthy and responsible (Willower, Eidell, and Hoy, 1973). The studies of Kounin and Gump (1961); Lunenburg and O’Reilly (1974) indicated that teachers with humanistic orientation have fewer problems with classroom discipline and are able to foster interest in the learning process. Humanistic teachers reported fewer unresolved teacher-pupil conflicts and subsequently fewer referrals of pupils for administrative disciplinary action (Foley and Brooks, 1978).

Baum (1997) summarized that staff directly responsible for the control of students were the most custodial. Security personnel and teachers were judged to be custodial. Administrators and counselors were judged to be humanistic, and the humanistic model is associated with fewer discipline problems. No significant relationship between the PCI scores of teachers and their discipline effectiveness was found in a study of (Barrick, 1981). No significant correlation between teacher pupil control ideology score and discipline effectiveness measured as the number of disciplinary referrals submitted to the school administration (Coleman, 1983).
2.2 Pupil control ideology in relation to attitude towards teaching profession and occupational stress

Yuskiewicz and Donaldson (1972) indicated that teacher job satisfaction was found to be a function of subculture consensus with respect to pupil control ideology, accentuated in terms of teaching level and experience. Teacher pupil control ideology-behaviour congruence would be positively related to teacher job satisfaction (Willower and Heckert, 1977). Khatoon (1988) revealed that attitude towards teaching is not related to the type of teachers’ verbal behaviour in the classroom. A definite relationship has been found to exist between pupil control ideology and teachers’ classroom behaviour. The teachers with indirect classroom behaviour are more humanistic in their approach to problems of pupil control and discipline than those who use mixed type of behaviour or are quite direct. In comparison to custodial teachers’ humanistic teachers provide greater degree of motivation, provoke higher mental skills of pupil, elicit greater degree of pupil participation in class discourse and do not exhibit possessive behaviour. Off-target remarks and non-cooperation by pupils occur less in their classes. There exists no significant difference between mixed and direct teachers so far as their pupil control ideology is concerned.

The negative correlations of the morale and the attitude towards the teaching profession with PCI indicated that either teachers having low level of morale or teachers having negative attitude towards the teaching profession tended to exhibit custodial PCI. Dogmatism in teachers in related to their pupil control ideology. It can safely be said that closed-minded teachers are custodial in their PCI. Open minded teachers can be expected to have humanistic PCI (Gandhi, 1993). Bartlett (1976) indicates the attitudes of teachers which are associated with high levels of custodialism. These attitudes include emphasis on, content to be taught, teacher direction, rigid classroom procedures and social disengagement from pupils, and also showed that while operational measures of control may be similar, attitudes underlying control may differ. In schools serving higher socio-economic communities, teachers exhibit an “emotional disengagement-non-teacher direction” form of ideology. Open
attitudes were directly related to open practices, and custodial pupil control orientation was inversely related to open attitudes and open pattern of classroom behaviour (Hoy and Jalovick, 1979).

Harris, et al. (1984) has indicated that teachers with a humanistic orientation have fewer problems with classroom discipline and are less subject to stress than are those with an authoritarian approach. An investigation of teacher stress focused upon teacher’s personality, ideology, gender, age, locus of control and pupil control orientation. Moreover, this study also concluded that an authoritarian pupil orientation was associated with high stress for four of the five stress factors. An external locus of control was associated with stress for three of the five factors, and male teachers tended to have a more authoritarian approach than female teachers. Harris, et al. (1985) investigated the relationships among pupil control orientation, five factors of teacher stress, sex, and age of 130 full-time teachers. Results indicated an authoritarian orientation was significantly related to higher scores on four of the five stress factors and age was significantly related to two stress factors.

Pacitti (1995) indicated that an authoritarian orientation was significantly related to higher scores on three of the five stress factors. No significant relationship existed between gender and pupil control orientation. Year of teaching experience made no significant difference in terms of perceptions of job-induced stress.

2.3 Pupil control ideology in relation to demographic and personal factors

Budzik (1971) found that female teachers were more humanistic in PCI than their male counterparts. Male teachers were more custodial than female teachers at elementary and secondary levels of schooling (Willower, Eidell, and Hoy, 1973). Another researcher Packard (1988) also found that female teachers are more humanistic or less custodial than male teachers. Another investigation made on teacher pupil-control ideology behavior and classroom environmental robustness and concluded that male teachers were slightly more custodial in pupil-control ideology than the female teachers (Multhauf, Willower and Licata, 1978). Mc Arthur (1979) found that among beginning teachers, males
appear to be more custodial in the approach than females. Female teachers were more custodial than male teachers and there is no interaction effect between variables sex and faculty, and sex and subject taught (Myers, 1985).

Another study examined the relation of custodialism in teacher PCI and the instructional climate of the classroom in terms of cognitive activities and affective conditions. Teacher's sex emerged as a moderating variable. For male secondary teachers, custodialism in PCI was associated significantly with the less stress on higher cognitive levels, less discussion, less enthusiasm, less independence, less tolerance for divergent thinking, and greater focus on lecture. The relationships were not supported for female secondary teachers (Bean, 1972). Budzik (1971) concluded that teaching experience was associated with custodialism in PCI. Drozda (1972) found that elementary school teachers became more custodial during their first year of teaching experience. With experience, many teachers come to oppose permissiveness and take on a more custodial pupil control ideology than they held in their early years of teaching (Packard, 1988 and Willower et al., 1967).

The results of the study by Verma and Khatoon (1984) showed that the sex of the teachers and length of teaching experience affect the pupil control ideology. The absence of interaction demonstrates clearly that the male and female teachers continue to maintain their position relative to each other throughout both levels of teaching experience so far as their pupil control ideologies are concerned. Moreover, female teachers are less custodial than male teachers and fresh teachers are less custodial than old teachers. Gandhi (1977) summarized his study and found that female young teachers and less experienced teachers were found to be more humanistic than their counterparts in pupil control ideology, whereas qualification was unrelated with the same and pupil control ideology and personality characteristics had good relationship. Altaf (1982) conducted a study to the influence of sex, experience and qualifications of secondary school teachers on pupil control ideology. He found that female teachers are more humanistic than the male teachers, fresh teachers are more humanistic than more experienced teachers and qualification does not affect the pupil control ideology of the secondary school teachers.
An investigation made by Rideout and Morton (2007) concluded that while demographic and experiential variables were predictive of PCI at the beginning of the teacher preparation program, the most predictive variables were contained within the philosophical orientations variable cluster.

The difference in mean teacher perceptions on control ideology was significant between teachers of humanities and pure sciences, humanities and fine arts, social sciences and applied sciences, and social sciences and fine arts (Sahasrabudhe, 1977). Young science teachers were more conservative /custodial in their pupil control ideology than teachers trained in humanities subjects (Dann, et al., 1978; Lacey, 1977; Mc Arthur, 1981). Teachers of science and practical subjects are more custodial than teachers of humanities (Mc Arthur, 1979). Myers (1985) found that teachers in practical subject faculties and of practical subjects were more humanistic than humanities faculty subject teachers.

Biological Science Curriculum Study (BSCS) Programme biology teachers who were more humanistic tended to follow their commercial instructions more closely than those custodial biology teachers (Jones, 1969). Jones and Blankenship (1970) concluded that high scores indicating a custodial pupil control ideology showed significant negative correlations with total scores on the biology classroom activity checklist (indicating the use of inquiry methods) and with of the seven BCAS sub-scales. The use of inquiry methods in the laboratory appeared to be less related to the teacher’s pupil control ideology than the use of inquiry method in other classroom activities.

2.4 Pupil control ideology and institutional factors

Teachers were more custodial than principals at both the elementary and secondary levels and secondary educators were more custodial than elementary educators (Williams, 1972). Educators in elementary schools consistently have been shown to be more humanistic in PCI than their secondary school counterparts but this relationship is clouded by sex variable, since in some studies, women have displayed a more humanistic PCI than men (on sex, Bean 1972). Mc Bride (1972) indicated that junior high school
teachers were more custodial than middle school teachers. An investigation reported that perceptions of pupil control by teachers in the elementary school appeared to be more humanistic than senior high, junior high teachers (Barfield and Burlingame, 1974). Junior high teachers were significantly more custodial than either elementary or senior high teachers (Hardesty, 1978).

Secondary teachers as being more custodial than the elementary teachers. Computation of the means and standard deviations for the male and female sub-samples at each school level showed male teachers as being more custodial in orientation than their female counterparts. Inspection of the means for the two male sub-samples showed secondary male teachers as being more custodial than elementary male teachers and secondary female teachers as being more custodial than elementary female teachers (Richardson and Payne, 1988). An investigation showed that male teachers were more custodial than their counterparts. Further secondary school teachers report themselves as being more custodial than do elementary school teachers. The results also showed that male teachers of sub-sample were more custodial than female teachers at senior secondary level of teaching (Munir and Khatoon, 2008).

Public school teachers were more custodial than BIA boarding school teachers (Tippeconnic, 1975). Teachers in the Catholic schools were found to be more humanistic in pupil control ideology than teachers in public schools; however, no statistically significant differences were found in either pupil control behaviour or students’ perceptions of their teachers’ control patterns. Moreover, teacher humanism in pupil control ideology and behavior is associated with students’ perceptions of classroom life as more interesting, challenging, and action-packed (Lunenburg, 1990). Researches by Bryk, Lee and Holland (1993) have noted that one of the strengths of the catholic school is the consensus among the various members in the school community (administrators, teachers, parents, etc.) about the goals of the school. This may be reflected in the finding that there is no significant difference between the ideology of teachers in the primary and secondary religious schools.
A study on discipline in public and religious elementary and secondary schools and observed that secondary school teachers were more custodial than primary school teachers; however, public school teachers were not found to be more custodial than religious school teachers. When both school level and type were considered together, an interactive effect was found: public school teachers at the primary level were the least custodial (most humanistic) and public school teachers at the secondary level were the most custodial (Denig, 1996). Schools marked by student unrest tended to have more custodial faculties than matched schools without unrest (Duggal, 1969). Small schools teachers are less custodial than who work in large school, in a part because higher levels of bureaucracy and student alienation seem to very directly with school size (Mitchell, 1974 and Brayboy, 1981).

Consistency or agreement on humanistic or inviting acts among teachers within a school is important. Teacher’s ratings on control ideology for four junior high schools were analyzed in related to student alienation. These data showed that more humanistic schools have less student alienation (Shearin, 1982). More custodial PCI scores among teachers in white middle class schools than among teachers in urban, ethnically diverse schools (Gossen, 1969). Lunenburg and Schmidt (1989) compared urban, rural, and suburban schools, and indicated that urban schools faculty possessed a more custodial pupil control ideology. Saad and Hendrix (1993) surveyed that among 206 Arab and Jewish Israeli elementary teachers, teacher orientation toward class discipline was related to the interaction of location and ethnicity. More authoritative attitudes were found in Arab rural schools than Arab urban schools, and in Jewish urban than Jewish (Kibbutz) schools.

Appleberry and Hoy (1969) have examined the relationship of school organizational climate and the PCI for faculty. Results indicate that openness in school climate is associated with a humanistic faculty. Public elementary schools with open climates are significantly more humanistic in pupil control ideology than those with closed climates. Also, teachers, but not principals, serving in open schools, were found to be more humanistic in pupil control
ideology than those in closed schools (Appleberry, 1971). Age had significant relationship with teacher perception of climate, but not sex. Experience had significant relationship with teacher perception of climate, but not qualifications and four SES categories. Teacher serving in relatively open schools were significantly more humanistic in their pupil control ideology than their counterparts and they viewed the dimensions of climate in the same way (Gandhi, 1977). The teachers involved in this study were found to be relatively humanistic in their pupil-control ideology, perceiving their school climate to be relatively open (Ward, 1985).

Hinojosa (1973) examined the organizational climate and pupil control ideology as perceived by teachers along with the self-esteem and power dimensions of the students’ self-concept as perceived by students and concluded that there is a definite relationship existed between open and closed climates and high and low self-esteem scores. The relationship was positive in that the teachers with the ore open climate scores had students with high self-esteem scores.

A study made on pupil control in the school climate and found that teacher-pupil control ideology is an accurate predictor of the tone or climate of the school. Humanism in teacher-pupil control ideology has been found to be significantly related to a desirable school climate, while schools with a custodial orientation have been found to have teachers with low morale and low job and social needs satisfaction. It has also been found that the more custodial the orientation of the school, the lower the students’ self-concept as learners (Schmidt and Jacobson, 1990). A study made by Mehta (1977) on institutional climate and students control ideology observed that significant faculty wise differences were found in mean perceptions of teachers on custodial and humanistic control ideology and positive and significant inter-relationships existed among institutional climate.

A study made on institutional climate, teacher morale and student control ideology of teachers of higher secondary schools and revealed that area and type of school were significantly related to teacher morale as well as to student control ideology of teachers. School climate was significantly related to
the teacher related variables, like, qualification, socio-economic status, father’s education and father’s profession. Student control ideology of teachers was significantly related to the teacher related variables, like, income, caste and sex and no significant relationship was found among institutional climate, teacher morale and student control ideology of teacher (Trivedi, 1998). Size, area and type of school were not related to institutional climate, teacher morale or student control ideology of teachers; none of the teacher related variables, like, income, age, qualification, teaching experience, father’s education, father’s profession, caste and sex was found to be related to institutional climate, teacher morale, or student control ideology of teachers; majority of teachers was in favour of student control; no relationship was found among institutional climate, teacher morale and student control ideology of teachers (Gor, 1998).

Area, sex and socio-economic status did not influence the quality of school life. In addition to this, in terms of pupil control ideology, out of 100 schools, 53 were humanistic and 47 were custodial. Urban and girl schools were comparatively more humanistic than rural and boys schools. Quality of school life was found directly proportional to their climate. The dimensions of climate played their role in building the pupil control ideology and with less custodial control ideology, there was more of the good quality school life (Mistry, 1985). Schmidt (1992) conducted a study on relationship between pupil control ideology and the quality of school life and showed that a significant relationship between teacher humanism in pupil control ideology and student reports of quality of school life. There was a significant relationship between teacher humanism in pupil control ideology students’ high satisfaction with school. There was a significant relationship between teacher humanism in pupil control ideology and students commitment to class work.

Canadian and American teachers from lower socio economic backgrounds were more custodial than teachers of middle or high socioeconomic status schools (Andrews, 1965 and Gossen, 1969). Teachers in low socioeconomic status (SES) elementary schools were more custodial in PCI than lower the SES of the community, the more custodial the PCI of the high school faculty (Gossen, 1973).
2.5 Miscellaneous

Student teachers report an increase in PCI scores (becoming more custodial) after the student teaching experience (Hoy, 1969; Hoy and Rees, 1977; Hoy and Woolfolk, 1990; Jones, 1982a). Hoy and Woolfolk (1990) discovered that following the student teaching experience the student teachers exhibited became more custodial in their pupil control ideology. The student teachers also exhibited higher personal teaching efficacy after the experience. The findings of Roberts and Blankenship (1970) concluded that student teachers as a group became more custodial during student teaching. Comparison of students showing no increase in PCI form scores and an equal number showing the largest increase, showed the two groups to differ significantly on mean perceived PCI scores and on mean socialization pressure. Examination of the difference in mean change in PCI form scores of students in situation of low, medium and high socialization pressure showed significant differences between low & high group and low and medium groups.

Some researchers concluded that student teachers become more authoritarian, rigid, impersonal, bureaucratic and custodial after student teaching (Copeland 1980; Glassberg and Sprinthall 1980; Jones 1982; Emans 1983; Killian and McIntyre 1986b; Packard 1988; Hoy and Woolfolk 1990). Some researches reported that the student teachers become more liberal and confident (Zeichner and Grant, 1981; Tabachnick and Zeichner 1984). In comparison to cooperative teachers, student teachers are more humanistic (Longo, 1972). In a study of socialization and pupil control orientation, Jones (1982a) found that student teachers shifted from a more humanistic attitude to the more custodial attitude held by cooperating teachers following student teachers.

A number of studies reported that some student teachers did not become more custodial in their approach during their participation in student teaching (Silvermail and Costello, 1983; Zeichner and Grant, 1981), and that some became less authoritarian during the course of teacher training (Gibson, 1972). The findings of Harty, Anderson, and Enochs (1984) stressed that preservice
elementary teachers with early and continuous field experience were significantly more custodial than those without early field experience.

The findings of Khatoon and Munir (2008) indicates that beliefs, perceptions and orientations that student teachers hold pupil control ideology change continually and significantly from humanistic to custodial after actual experience in school and classroom than during their practice teaching. Mean PCI score of in-service teachers was significantly higher than that of student teachers which suggests that with experience teachers oppose permissiveness and humanism and take on a more custodial PCI. Jones (1981) measured the pupil control ideology of the secondary student teachers before and after their field experience by the Pupil Control Ideology Form. Significant differences were not found between groups on the pre-PCI means or between pre-PCI and post-PCI means of either group, although the means of both increased from pre-to post-measures (more custodial). The post-PCI of non-science females was significantly higher (more custodial) than the post-PCI of science females. These results indicate that PCI may be influenced more by length of student teaching than by the subject area taught.

There is significant difference in a custodial direction was found for the groups as a whole and for elementary and secondary school student teachers, taken separately (Hoy, 1967). Elementary and secondary school teachers were found to be significantly more custodial in pupil control ideology after both student teaching and their first year of teaching, while the PCI of prospective teachers not teaching during their first year after graduation remained virtually unchanged (Hoy, 1968). Student teaching and the first year of teaching experience were significantly related to increased custodialism in PCI, the second year of teaching experience was found to have little impact on the PCI of most elementary and secondary teachers (Hoy, 1969). The studies of Jones (1982); Jones and Harty (1980) found that secondary student teachers became more custodial during student teaching, whereas the elementary student teachers did not experience such a change. The results of Killian and McIntyre (1986a) indicated that the elementary field experience student teachers were in
general more humanistic in their pupil control ideology than their secondary counterparts.

Student teacher placed in inner-city, “ghetto” schools were more custodial both before and after teaching than student teachers placed in suburban schools (Campbell and Williamson, 1978). Williamson and Campbell conducted a study in 1993 and found that preservice teachers engaged in student teaching tend to become less humanistic and more authoritarian in their relations with students as the student teaching experience progresses. In addition, inner-city student teachers tend to be more custodial before they begin student teaching than are suburban student teachers after they complete student teaching. Belief orientations that student teachers hold about pupil control are not influenced significantly by the effects of differing socioeconomic status and that the student teachers perceptions of life in the classroom relative to pupil control and his actual experiences in the classroom are fairly congruent (Gossen, 1974).